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THE CORRELATION BETWEEN STUDENTS' INSTRUMENTAL MOTIVATION AND THEIR ENGLISH LEARNING ACHIEVEMENT AT BABUSSALAM SENIOR HIGH SCHOOL PEKANBARU



UIN SUSKA RIAU

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Thesis

Submitted in partial fulfillment of the Requirements
For Bachelor Degree of English Education
(S.Pd.)



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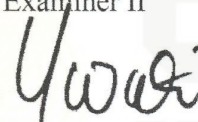
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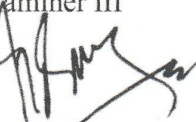
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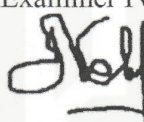
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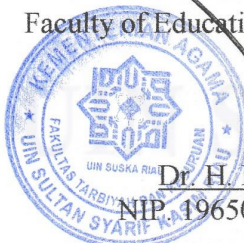
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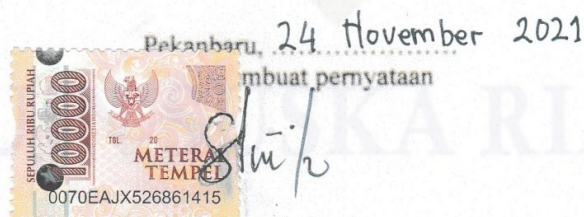
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Pekanbaru, May 18th, 2021

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ABSTRACT

Siti Rahmahwati A (2021): The Correlation between Students' Instrumental Motivation and Their English Learning Achievement at Babussalam Senior High School Pekanbaru

The purpose of this research was to examine whether there is any significant correlation between students' instrumental motivation and their English learning achievement at the eleventh grade students of Babussalam Senior High School Pekanbaru. There were 25 students as samples by using purposive sampling technique. This research used quantitative approach and the type of this research was a correlational. In collecting the data, the writer distributed the questionnaire to the respondents in order to determine the students' instrumental motivation, which considered of 24 items and constructed based on the indicators of students' instrumental motivation by Gardner (1985) cited in Wang (2017) and used documentation of the students' score made by the English teacher of the school to determine students' English achievement. The writer used *Spearman's rho* correlation through SPSS 23.0 to analyze the data. The result of this research showed that the significance value or Sig. (2-tailed) was 0.421, since the Sig. (2-tailed) value was $0.421 > 0.05$ or 0.01 , it means that null hypothesis (H_0) was accepted while alternative hypothesis (H_a) was rejected. In conclusion, there was no a significant correlation between students' instrumental motivation and their English learning achievement at the eleventh grade of Babussalam Senior High School Pekanbaru.

Key word: *Instrumental Motivation, English Learning Achievement.*

ABSTRAK

Siti Rahmahwati A (2021): Hubungan antara Motivasi Instrumental Siswa dan Prestasi Belajar Bahasa Inggris Siswa di SMA Babussalam Pekanbaru

Tujuan dari penelitian ini adalah untuk menguji apakah terdapat hubungan yang signifikan antara motivasi instrumental siswa dan prestasi belajar bahasa Inggris pada siswa kelas sebelas di SMA Babussalam Pekanbaru. Terdapat 25 siswa sebagai sampel dengan menggunakan teknik purposive sampling. Penelitian ini menggunakan pendekatan kuantitatif dan jenis penelitian ini adalah korelasional. Dalam mengumpulkan data, penulis membagikan kuesioner kepada responden untuk menentukan motivasi instrumental siswa, yaitu terdiri dari 24 item dan dikonstruksi berdasarkan indikator motivasi instrumental oleh Gardner (1985) dikutip di Wang (2017) dan juga menggunakan dokumentasi nilai siswa yang diperoleh dari guru bahasa Inggris untuk menentukan prestasi belajar bahasa Inggris siswa. Penulis menggunakan Korelasi *Spearman rho* melalui SPSS 23.0 untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa nilai signifikan atau Sig. (2-tailed) adalah 0.421, karena nilai Sig. (2-tailed) sebesar 0,421 > lebih besar dari 0,05 atau 0,01 yang berarti hipotesis nol (H_0) diterima, sedangkan hipotesis alternatif (H_a) ditolak. Kesimpulannya, tidak ada hubungan yang signifikan antara motivasi instrumental siswa dengan prestasi belajar bahasa Inggris mereka di kelas XI SMA Babussalam Pekanbaru.

Kata kunci : *Motivasi Instrumental, Prestasi belajar bahasa Inggris*

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ملخص

ستي رحماواتي أ، (2021): علاقة بين الدافع الآلي للتلاميذ وإنجاز تعلمهم في اللغة الإنجليزية بمدرسة باب السلام الثانوية بكنبارو

الغرض من هذا البحث هو فحص ما إذا كانت هناك علاقة هامة بين الدافع الآلي للتلاميذ وإنجاز تعلمهم في اللغة الإنجليزية في الفصل الحادي عشر بمدرسة باب السلام الثانوية بكنبارو. هناك 25 تلميذا أصبحوا عينة باستخدام طريقة أخذ العينات الهادفة. يستخدم هذا البحث مدخلا كميا ونوعه بحث ارتباطي. في جمع البيانات، وزعت الباحثة الاستبيان على المستجيبين لمعرفة الدافع الآلي للتلاميذ، والذي يتكون من 24 عنصراً وتم بناؤه بناءً على مؤشرات الدافع الآلي لغاردنر (1985) والمذكورة في وانج (2017) واستخدمت الباحثة أيضاً توثيق درجات التلاميذ الذي تم الحصول عليه من مدرس اللغة الإنجليزية لتحديد إنجاز تعلم اللغة الإنجليزية لدى التلاميذ. استخدمت الباحثة ارتباط سيرمان رو من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية 23 لتحليل البيانات. تشير نتائج هذا البحث إلى أن القيمة المعنوية أو سيج (2-الذيل) هي 421,0، لأن قيمة سيج (2-الذيل) بنسبة 421,0 أكبر من 05,0 أو 01,0، مما يعني أن الفرضية المبدئية مقبولة، والفرضية البديلة مردودة. الاستنتاج أن لا توجد علاقة هامة بين الدافع الآلي للتلاميذ وإنجاز تعلمهم في اللغة الإنجليزية في الفصل الحادي عشر بمدرسة باب السلام الثانوية بكنبارو.

الكلمات الأساسية : الدافع الآلي، إنجاز تعلم اللغة الإنجليزية

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Motivation is a tool for human beings to do something for one purpose. By having motivation, they feel that they will be challenged in their life for something good. They use a motivation for reaching their goals. In the context of English language learning, motivation has a function to make learners interested in learning English. For their academic achievement, it is very important. Motivation had been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second or foreign language learning. An interesting view was expressed that “with motivation, goals, and objectives are more easily achieved, lessons are enjoyed, absences are reduced, teams and individuals function more harmoniously and effectively. A lack of motivation can explain why some students make little effort to learn and fail to complete assignments that are within their ability. Such students do not take part in lessons nor do they ask for support when they fail to understand” (Long, 2005) based on that statement it could be said that students’ motivation could influence their achievement at the end of learning process.

According to Kholid and Supriyadi (2019) someone will have a high motivation for achievement if he believes that he will get high compensation. It means that being hopeless to be properly compensated for his achievement may discourage someone to improve his performance. It is based on an

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expectation theory point of view which motivation in an organization is dependent on someone's expectation.

Basically, second or foreign language learners are being motivated by four distinct types of motivations. They are intrinsic motivation, extrinsic motivation, instrumental motivation, and integrative motivation. Learners with intrinsic motivation learn a language without any external persuasion (reward), however, learners with extrinsic motivation learn a language as they believe that involvement will result in pleasurable outcomes, such as a reward.

On the other hand, foreign language learners with instrumental motivation learn a language with a more utilitarian purpose, such as applying for a well-paid job or achieving higher social status. In contrast to instrumental motivation is integrative motivation, which describes learners who learn a foreign language due to the positive manners towards the target language group and they wish to integrate into the target language community.

Someone may learn English because being motivated by one or some of them, as state by Purwanti, Puspita, and Mulyadi (2019) "all types of motivation carry students to achieve certain goals in learning the target language especially English. Those goals can direct them to be students who have good proficiency in English" (Purwanti, Puspita, & Mulyadi, 2019). Focusing on instrumental motivation, the terms of instrumental and integrative motivation have been developed by Gardner and Lambert in the year 1959 as the types of motivation orientation.

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In Indonesia, the Government of the Republic of Indonesia Regulation Number 17 of 2010 on Management and Education aims to build a foundation for the development of the potential of learners to become self-reliant and self-confident (The Government of Republic of Indonesia, 2010). Actually, from the concept, it is clear that one of the learning objectives in the 2013 Curriculum is to provide motivation and confidence so that the students can develop their talents and interests maximally.

Babussalam Senior High School is one of the Senior High Schools in Pekanbaru in which English should be studied as a compulsory subject. There, English is taught 2 meetings a week for 90 minutes. This school also uses curriculum 2013. Related to the curriculum above, if the students cannot be motivated in learning, the learning objective will not be as the curriculum expects. Then, the learning process will not be effective and successful.

Based on the writer's preliminary study before the COVID-19 situation by interviewing the English teacher at the school, the writer indicated that the eleventh grade students had different motivations and achievements in learning English. Then, on April, 7th – 12th 2020 the writer also did a virtual interview to ask the students directly related to their interests, difficulties, motivations, and achievements in learning English via WhatsApp Messenger. The reason why the writer used a virtual interview was because of the coronavirus pandemic situation (COVID-19).

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The interview was conducted to the three students with different English levels from high, average to low academic grade, or achievement. The teacher recommended only three students. It was found out that the eleventh grade students in the school also got different levels in their English interest, ability, achievement, and motivation. They almost have the same motivation to learn English, which is called instrumental motivation.

However, they had different abilities and interests in English. They also had different achievements in learning English. Some of the students got high achievements and the rest were enough or low. Some experts said that if the students have instrumental motivation, they will have good or high achievement. In this case, not all students who had instrumental motivation got a good or high achievement. The student who had average academic grades was interested in English but still had a lack of abilities in English skill.

However, English was very important for furthering the study abroad. Moreover, English also could be used to communicate with foreigners. The enough or low student also had the instrumental motivation even though it was not the same as others. The low student lacked of interest and abilities in English, but realized that English was important for the study and also could be used for travel. Then, the student that had high achievement because of had the instrumental motivation. It could give a sense of achievement at school.

Moreover, English also could be used for future career and study abroad.

From the phenomena, it seems that the high instrumental motivation correlated with high achievement. Also, the differences in instrumental

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motivation influenced their achievement. Because of that, the writer got interested in taking this topic for research. The writer thought that instrumental motivation was one of the keys to students' success in learning the English language because they needed to know how important English was for their future.

On top of that, she thought that the result from this research might help teachers to find more ways to evolve effective teaching and learning strategies for the English language and strengthen their motivation to the subject, especially by instrumental motivation orientation. Such as get to know the students and help to understand their goal or reason why they are learning English, then give feedback shown by their achievement so they are more likely to experience high expectancy. Correlation between students' instrumental motivation and their English learning achievement might give people information about how important instrumental motivation in teaching and learning processes is.

Based on the phenomena described above, the writer was interested in investigating the problems into a research entitled **The Correlation between Students' Instrumental Motivation and their English Learning Achievement at the Eleventh Grade of Babussalam Senior High School Pekanbaru.**

B. Problem of the Study

1. Identification of the Problem

Based on the explanation above, the researcher identified the problems as follows:

- a. The low student had instrumental motivation, but she still had a lack of interest and abilities in learning English
- b. The average student had difference instrumental motivation, but she still had a lack of abilities in some of English skill such as speaking skill and also less interest in reading.
- c. The high student had difference instrumental motivation too, but she had high achievement.

2. Limitation of the Problem

After identifying the problems stated above, thus, the writer had to limit and focus on the correlation between students' instrumental motivation and their English learning achievement at Babussalam Senior High School Pekanbaru.

3. Formulation of the Problem

Based on the limitations of the problems above, thus, the writer questions were formulated in the following research questions:

- a. How is students' instrumental motivation at the eleventh grade of Babussalam Senior High School Pekanbaru?
- b. How is students' English learning achievement at the eleventh grade of Babussalam Senior High School Pekanbaru?

- c. Is there any significant correlation between students' instrumental motivation and their English learning achievement at the eleventh grade of Babussalam Senior High School Pekanbaru?

C. Objective and Significance of the Research

1. The objective of the research

- a. To find out the students' instrumental motivation at the eleventh grade of Babussalam Senior High School Pekanbaru
- b. To find out the students' English learning achievement at the eleventh grade of Babussalam Senior High School Pekanbaru
- c. To find out the significant correlation between students' instrumental motivation and their English learning achievement at the eleventh grade of Babussalam Senior High School Pekanbaru.

2. Significance of the research

- a. Hopefully, this research can benefit the writer as a novice researcher, especially in learning how to conduct a research.
- b. This research gives crucial information for teachers concerned with developing English language instruction and will be beneficial in encouraging students to improve their motivation and their achievement.
- c. Finally, these research findings are also expected to be meaningful inputs for both the practical and theoretical development of TEFL and TESL in general.

D. Reasons for Choosing the Title

There were some reasons why the writer was interested in conducting this research. The reasons were:

1. The title of this research was relevant to the writer's status as a student of English Education Department.
2. The problems of this research were not investigated yet by other previous researchers.
3. This topic needed to be discussed because the writer wanted to know the correlation between students' instrumental motivation and their English learning achievement.
4. This research was very important to do because it was one of the requirements of academic demands.

E. Definition of the Term

To avoid misunderstanding and misinterpretation in this research, it is necessary to define the following terms:

1. Correlation

Correlation is defined as a relation existing between phenomena or things or between mathematical or statistical variables which tend to vary, be associated, or occur together in a way not expected by chance alone by the Merriam-Webster online dictionary (Merriam-Webster, <https://www.merriam-webster.com/dictionary/correlation>). Also, Creswell (2012) states a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.

So, correlational research means a research that determines whether there is a relationship between two variables by collecting data to. It refers to determining the relationship between the students' instrumental motivation and their English learning achievement.

2. Instrumental Motivation

Instrumental motivation is defined as the learner's feeling that they need to learn the target language to get something important for their life, such as a good education or job that can guarantee their future (Kholid & Supriyadi, 2019). When instrumentally motivated a person is moved to act for utilitarian reasons rather than because of the cultural community of the target language. Instrumental motivation can lead someone to learn something they want in the future, in this scope it means instrumental motivation can lead someone to learn English so that they can use their English for their future to get something they need or want to achieve.

3. Achievement

An achievement is something which someone has succeeded in doing, especially after a lot of effort. It also can be said as the process of achieving something (Collins, <https://www.collinsdictionary.com/dictionary/english/achievement>). So, achievement is a result after someone doing something or using their effort in various processes. It can be shown by their final test or score at the end of learning process. In this research, the writer wanted to know students' English learning achievement by their final score after following learning activities.

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CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Motivation

a. The Instrumental Motivation

Many researchers have defined motivation. Motivation is defined as “a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior” (Wentzel & Brophy, 2017). It means that motivation is a means for someone in achieving goals by their quality behavior. Motivation pushes someone to do something and keep on that activity.

Motivation is a factor known to have a strong influence on the teaching and learning process. According to Awaluddin (2019) motivation can be defined as the fuel that drives the learners to fulfill their goals, wants, and needs in learning.

Kholid & Supriyadi (2019) state that a student will master the language he learns easier if he has his motivation. Students who have good motivation will do something more easily. In the concept of education, motivation is the driver for the students to learn and master something. Just like the students who learn English.

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Manalu (2014) defines motivation as the reasons and goals that determine students' involvement or noninvolvement in academic activities. Students' motivation is indicated by the goal, responsibility, diligence in learning English. Motivation clearly influences both acquisition and the application of knowledge and skills in learning English (Abbe, 2009).

From the definition above, the writer defines that motivation is a powerful factor for students to learn English as their goal in their future life. A student that has high motivation will push him as the fuel or means to achieve their goal. Furthermore, to get what someone wants in the future it is also by having motivation. Such for example, a student learns English just because he wants to get a good achievement. Good achievement can be useful for them to go to college later. Going to college is the fuel that drives them to learn English well. It is one of the kinds of motivation. This motivation is called as an instrumental motivation. There are many types of motivation, it depends on the orientation.

According to Mun (2011) learners are being motivated by four distinct types of motivation.

1) Intrinsic Motivation

Intrinsic or internal motivation means that someone learns a language without any external reward. He learns it because of his desire.

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2) Extrinsic Motivation

In contrast with intrinsic motivation, extrinsic or external motivation means that someone learns a language as he believes that involvement will result in pleasurable outcomes, such as a reward for his accomplishment even he does not interest in it

3) Instrumental Motivation

Instrumental motivation means that someone learns a language with a more utilitarian purpose, such as applying for a well-paid job or achieving higher social status.

4) Integrative Motivation

In integrative motivation, someone learns a language due to the positive manners towards the culture of the target language and he wishes to integrate into the target language community.

Also, Brown (2000) classifies studies of the motivation of target or foreign language learners into two types as instrumental and integrative motivation. The writer takes instrumental motivation as a motivation that indicates to the students' achievement, because this motivation more influences the students to learn English.

Instrumental motivation is one of motivation orientation types defined as someone's feeling that he needs to learn the target language because of his purpose in the future. Wilkins (1972) cited in Al-Ta'ani (2018) explains when a learner has desire to learn a language because of passing an exam, to use it for traveling, and to get a well-paid job, it

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means he is instrumentally motivated to learn English. That all reasons are as purposes of English learning students.

Instrumental motivation is dealing with the practical advantages of learning a target language as the means for achieving instrumental goals (Nicholson, 2013). The instrumental goals are furthering a career, getting a better job or a higher salary, etc.

According to Krashen in Al-Ansari (2000) cited in Hanyeq, Suhatmady, & Syamdianita (2018) instrumental motivation means the learner's desire to achieve proficiency in the language for practical purposes to achieve specific goals such as to pass an examination or to use it in their work. It is also can be found in the students' reasons while they stated that they learn English to pass a practical test at school, TOEFL or IELTS tests and they can use English when they work later because they think that nowadays people would like to hire people who can speak an international.

Hong and Ganapathy (2017) on their research shows that learners with an instrumental motivation want to learn a language because of a practical reason such as getting a job promotion or getting into university. Whereas, learners with integrative motivation want to learn the language so that they can better understand and get to know the people who speak that language. From that explanation of instrumental motivation, it shows that the students have target in learning the language.

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Moreover, Gardner (1985) as cited in Wang (2017) defines learners with strong instrumental motivation are eager to acquire a new language as an approach to realizing practical or functional goals. The learning is due to an ulterior motive which is not related to its native speakers, in other words, for some instrumental reasons, such as meeting the demands of passing different tests, going to college, reading technical materials for specific information, hunting for a job, requesting better pay, or achieving higher social status. They are also likely to learn as those learners with integrative motivation do, however they do so just because of necessity, not satisfaction. This type of motivation is also called as the goal of learning a second language when students are not interested in interacting socially with members of the target language community.

In line with Wang (2017) Warden and Lin (2000) cited in Mun (2011) he mentions that instrumental motivation refers to when learners learn the second language (English language) as a consequence of their academic and professional reasons, such as to pass the examination, or to apply for a well-paid job. Students feel motivated to make progress in the target language. They have “required motivation” when they feel motivated to make progress in their EFL because it is required by the system.

“Instrumental motivation refers to the perceived pragmatic benefits of L2 proficiency and reflects the recognition that for many

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language learners it is the usefulness of L2 proficiency that provides the greatest driving force to learn the language. It subsumes such utilitarian goals as receiving a better job or a higher salary as a consequence of mastering L2” Dornyei (2006) cited in Zanghar (2012) Moreover, Instrumental motivation refers to a learner’s effort to acquire a new language for utilitarian reasons and to reflect the practical benefits and advantages from the study of the second language Hudson, 2000 cited in Zanghar (2012). Behind instrumental goals like furthering a career, finding a job or passing exams, students are also motivated by other orientations like living abroad, meeting new people and making friends (Cetinkaya and Ataman, 2017)

The writer defines this instrumental motivation term as one of the types of motivation that is used by the students when they need to learn English because of some reasons or instrumental goals. They do not care about the community of the target language, but as long as they can get their goals they have to master the target language.

Considering all the notions and opinions about instrumental motivation, the writer takes one theory by Gardner (1985) as cited in Wang (2017) as the indicators as follows:

- 1) The students use English for passing different tests
- 2) The students use English for going to college
- 3) The students use English for reading technical materials for specific information

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- 4) The students use English for hunting for a job
- 5) The students use English for requesting better pay
- 6) The students use English for achieving higher social status

2. Achievement

a. English Learning Achievement

Generally, the achievement is defined as someone's result after doing the process. It can be seen by score, performance, understanding, etc. It also can be defined as a thing that someone does successfully by their effort, courage, or skill. In Merriam-Webster online dictionary, it states three definitions of achievement. First, the achievement is the act of achieving, accomplishment. Second, the achievement is the result gained by effort, a great or heroic deed. Last, the achievement is the quality and quantity of students' work (Merriam-Webster, <https://www.merriam-webster.com/dictionary/achievement>)

Students' achievement is gotten by measuring their academic content in a determined amount of time. Learning achievement can be meant as the resulting work achieved by students in the learning process (Sutrisno, 2007).

In line with Sutrisno (2007), Fitriwati (2018) states learning achievement is the student success level in learning the subject that is expressed in the form of scores obtained from the results of the test at the end of learning activities. So the students get their achievement as their success level from their result test.

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Afshar, Rahimi, and Rahimi (2014) explain that in most educational systems, academic achievement is one of the most important indicators of learning. Learners with higher academic achievement are more likely to accomplish their educational goals. It shows that achievement is as the success of learning process.

Educationally, achievement may be defined as the mastering of major concepts and principles, important facts and propositions, skills, strategic knowledge, and integration of knowledge (Niemi, 1999 in Algarabel and Dasi, 2001).

Meanwhile, according to Dimyati and Mudjiono (2006) cited in Ahmad (2017) learning achievement is shown from an action learning interaction and is usually indicated by the test scores given by the teacher.

Furthermore, Nasution (2006) cited in Ahmad (2017) states that learning achievement is perfection achieved by someone in thinking, feeling doing. Learning achievement is said to be perfect if it meets three aspects namely cognitive, affective, and psychomotor, it is also as the curriculum 2013 assessment aspects, on the other hand, it is said that achievement is less satisfying if someone has not met the target in these criteria.

According to the Minister of the Republic of Indonesia Regulation No. 104 of 2014 concerning the assessment of learning outcomes by educators in basic education and secondary education

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explained that the assessment of learning outcomes is the process of gathering information about learning achievements that have been carried out by students in developing competency attitudes, knowledge, and skills carried out systematically during and after the process learning.

In this research, the learning achievement is focused on English subject, so that the writer takes the students English achievement result after their learning process on English subject at school. According to Paramitha (2017) English achievement is described as how far the students' ability in English, it shows in form of score. The score is getting by test or standardized test or calculation of some test that the teacher has made.

Based on the expert's opinion above, the writer concludes that learning achievement is the result of the measurement of students who have followed a given lesson in the form of grades or scores from the teacher to their students within a certain time. Learning achievement is a benchmark of student success in achieving the learning objectives that have been set. In this situation, the achievement is the students' capability in learning English shown by their final scores at the end of the learning process. It is based on the students' English learning achievement at the eleventh-grade students of Babussalam Senior High School Pekanbaru.

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3. The Correlation between Students' Instrumental Motivation and their English learning Achievement

Many studies have been conducted to examine the role of instrumental motivation in students' English learning achievement. Most of these studies show that instrumental motivation has a high correlation with academic achievement including English achievement as well. It shows that instrumental motivation makes learners have a good responsibility for their achievement. Instrumental motivation is tied to a specific goals, its influence tends to be maintained only until that goal is achieved (Li and Pan, 2009).

One of the recent researches that found the correlation between instrumental motivation and English Achievement is research entitled Relationship between Motivation and Students' English Learning Achievement: A study of the Second – year vocational certificate level Hatyai Technical College Students (Choosri and Intharaksa, 2011). The result of his study shows that the instrumental motivation is significantly correlated with English learning achievement at the level of 0.05 ($r=.170$, $p< 0.05$).

Learners with instrumental motivation have many advantages for them, especially in achieving English achievement. As Choosri and Intharaksa (2011) state there are three interrelated instrumental motivations in studying English that are identified: future study, scores, and career. Their respondents mention that “good marks in English were

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required for their future studies and a good qualification for their careers”. Learners with higher levels of instrumental motivation usually get higher score or mark in learning English. It might be since the fact that learners who get a high score average in English courses tend to be interested in English learning.

Li and Pan (2009) design some statements of students’ instrumental motivation, the statements are about study the different motivation between high achievers and low achievers. Statements are listed as following: (1)“One important aim of learning English is for the certificate of graduation.” ; (2)“My first aim to learn English is to get good results in the test for going abroad and further education.” ; (3)“It is very beneficial for me to learn English very well since it is a very important instrument in the modern world.” ; (4)“As long as I learn English well, I can find a good job.” ; (5)“The purpose of my learning English is to better understand the situation of economy and technology of foreign country. The result is instrumental motivation plays a very important part in each group.

Gardner and Lambert (1972) cited in Altasan (2016) state that learning language success is not attributed to certain integrative or instrumental reasons. The value of these two orientations depends on contexts, whether learning language functions more as a foreign language or as a second language. The instrumental motivation works very well for French-speaking children living in Maine and attending an American high

school and also when study in the Philippines, instrumental motivation is more powerful.

Moreover, Liu (2007) cited in Mun (2011) in his research shows that the higher the instrumental orientation, the more proficient in English the students are. The more proficient the student's English is the more positive attitudes she/he has towards English learning and the more motivated she/he to learn the language, and vice versa.

B. Relevant Research

According to Syafi'i (2018) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research we are conducting. It means that the researcher or writer finds some previous researches that are relevant to the writer's title which has the aim to avoid plagiarism toward the design and the finding of the previous researches. In this research, the writer chose some relevant researches conducted by the previous researchers. However, their research has a different object but it has the same problem with this research.

First, the research is conducted by Choosri and Intharaksa (2011) entitled Relationship between Motivation and Students' English Learning Achievement: A study of the Second – year vocational certificate level Hatyai Technical College Students. It focuses on correlational research on Students' Motivation and Their English Achievement at the Second – year vocational certificate level Hatyai Technical College Students. There are two types of motivation examined by them, integrative and instrumental motivation. This

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study attempts to answer the research question on the differences in the motivation of students with high and low achievement, the mean score of all aspects of the motivation of the two groups are compared by a comparative analysis of the t-test. After analyzing each type of motivation, it is found that the integrative motivation is not significantly correlated with English learning achievement at the level of 0.05. However, instrumental motivation is significantly correlated with English learning achievements at the level of 0.05 ($r=.170$, $p< 0.05$). In line with this, other researchers also conduct a research and find that instrumental motivation correlated with English learning achievement, such as Emaliana (2011), Kitjaroonchai (2013) and Rahman (2005).

Besides, Kurum (2011) cited in Zanghar (2012) also shows a research that proves the correlation between students' instrumental motivation and their English achievement. He investigates the effects of motivation on Turkish students' achievement in English as a foreign language. The analysis of Pearson correlation Kurum conducted reveals that there is a positive correlation between the Turkish students' instrumental motivation and their accomplishment in English as a foreign language ($r=.280$, $p=.049<.05$).

Moreover, there are some researchers that also research to find out the correlation between instrumental motivation and English learning achievement, but the research finding shows that there is no significant correlation between both of them, such as Cetinkaya and Ataman (2017).

Some of the previous researches have the same problem with this research. The differences in this research, the writer only find out one type motivation it is the students' instrumental motivation and it is found that there is no correlation with English learning achievement. In addition the research designed and the data analysis technique used is different. The writer used *Spearman's rho* correlation through SPSS 23.0 to analyze the data. The subject and the object of this research are also different.

C. Operational Concept

There were two variables used in this research, they were variable X as independent variable namely Students' instrumental motivation and Y as dependent Variable namely their English learning achievement.

1. Variable X is Students' Instrumental Motivation

Instrumental motivation is the motivation orientation that influences toward learning English. According to the theory by Gardner (1985) as cited in Wang (2017) about instrumental motivation, the writer takes it as the indicators as follows:

- a. The students use English for passing different tests
- b. The students use English for going to college
- c. The students use English for reading technical materials for specific information
- d. The students use English for hunting for a job
- e. The students use English for requesting better pay
- f. The students use English for achieving higher social status

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2. Variable Y is their English Learning Achievement

In this research, the writer used the eleventh-grade students' final score of English Subject based on the documentation provided by the English teacher. English achievement is described as how far the students' ability in English, it shows in form of score. The score is getting by test or standardized test or calculation of some test that the teacher has made (Paramitha, 2017)

D. Assumption and Hypothesis

1. The Assumption

Before stating the hypothesis as a temporary answer to the problems, the writer would like to present the assumption of this research as follows:

- a. The students' motivation is various.
- b. The students' achievement is various.
- c. The better students' instrumental motivation in learning English was, the higher their achievement would be.

2. The Hypothesis

H_a : there was a significant correlation between students' instrumental motivation in learning English and their English learning achievement.

H_o : there was no significant correlation between students' instrumental motivation in learning English and their English learning achievement.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research was designed as a quantitative correlation. According to Creswell (2012) correlational research design is a quantitative design in which the writer used the correlation statistical test to describe and measure between two or more variables or sets or scores. Also, Fraenkel, Wallen, & Hyun (2012) state correlational research is also referred to as a form of descriptive research because it describes an existing relationship between variables.

In brief, there were two variables in this research, the independent variable, and dependent variable. The independent variable was students' instrumental motivation symbolized by "X" and the dependent variable was English learning achievement symbolized by "Y". Since there are two variables, this research included into bivariate correlation (Arikunto, 2019). According to Anderson & Keith (1997) in Creswell (2012) state this design allows the researcher to predict an outcome, such as the prediction that ability, quality of schooling, students motivation, and academic coursework influence student achievement. This research would like to measure the correlation between instrumental motivation and English learning achievement at the eleventh-grade students of Babussalam Senior High School. Currently, researchers design and conduct a lot of studies on motivation. Students are often chosen as subjects, while the achievement of English learning with

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instrumental motivation is seldom studied. People often think that it is reasonable for students to learn English, since they have English as their compulsory subject at school. This paper was intended to examine the correlation between instrumental motivation and achievement of eleventh grade students of Babussalam Senior High School. The data was collected by giving questionnaires to the students about their instrumental motivation. On the other hand, their English learning achievement was taken by their final scores. The target of the population of this research was the eleventh-grade students of Babussalam Senior High School Pekanbaru. Correlation research is intended to examine the correlation between two variables by collecting the data and measuring the data.

B. Time and Location of the Research

This research was conducted on February 2021 at Babussalam Senior High School Pekanbaru.

C. Subject of the Research

The subject of this research was the eleventh-grade students of Babussalam Senior High School Pekanbaru, while the object of this research was students' instrumental motivation and their English learning achievement.

D. Population and Sample of the Research

1. Population

According to Creswell (2012) "Population is a group of individuals who have the same characteristic". The population of this research was the

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eleventh-grade students of Babussalam Senior High School Pekanbaru. It had 4 classes which consisted of 3 Science classes and 1 Social class. The total eleventh-grade students of Babussalam Senior High School Pekanbaru were 101 students. It can be seen in the following table:

Table III.1
The Total Population of the Eleventh Grade Students of Babussalam Senior High School Pekanbaru

| No. | Class | Number of students |
|-----|--------------|---------------------|
| 1 | XI Science 1 | 26 students |
| 2 | XI Science 2 | 25 students |
| 3 | XI Science 3 | 25 students |
| 5 | XI Social | 25 students |
| | Total | 101 Students |

2. Sample

According to Syafi'i (2018) sample refers to the population or subjects chosen and determined as the "*sources of data information*" that we need in our research project. The writer took the sample of the population in this research by using a purposive sampling technique. It belongs to non- probability sampling. Instead of randomization, participants are selected because they are easy to access (Showkat & Parveen, 2017). The research sample used a non-probability, specifically purposive sampling technique on one class respondents based on the English teacher suggestion. The writer used purposive sampling because it served the purpose of having possessed the quality needed for the research. Besides, it is also because of Covid-19 pandemic so that the writer only has chance to take one class.

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Table III.2
The Sample of the Eleventh Grade Students of Babussalam Senior High School Pekanbaru

| No. | Class | Number of students |
|-----|--------------|--------------------|
| 1 | XI Science 2 | 25 |
| | Total | 25 |

E. Data Collection Technique

To collect the data in this research, the writer used the questionnaire and documentation

1. Questionnaire

According to Syafi'i (2018) "questionnaire is a research instrument consisting of a series of questions to be answered by the respondents". The questionnaire will be used to collect the data dealing with students' instrumental motivation in learning English at the eleventh grade students of Babussalam Senior High School.

The questionnaire was adopted from the *Attitude/Motivation Test Battery* (AMTB) by Gardner (Gardner, 2004) and those of Mun's (2011) research work: "A Study of Instrumental and Integrative Motivations as Factors Influencing UTAR Third-Year Chinese Undergraduates in Learning Esl". Actually there were many items of statement in this questionnaire, but the writer only took some items which were relevant to this study and modified the questionnaire based on the indicators and the context of students.

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Table III.3
Blue Print of Students' Instrumental Motivation

| No. | Indicators | Number of Items | Item Numbers |
|-----|---|-----------------|--------------|
| 1. | The students use English for passing different tests | 4 | 1,2,3,4 |
| 2. | The students use English for going to college | 4 | 5,6,7,8 |
| 3. | The students use English for reading technical materials for specific information | 4 | 9,10,11,12 |
| 4. | The students use English for hunting for a job | 4 | 13,14,15,16 |
| 5. | English is used for requesting better pay | 4 | 17,18,19,20 |
| 6. | The students use English for achieving higher social status | 4 | 21,22,23,24 |

2. Documentation

To know the students' English learning achievement, the writer needed documentation to complete the necessary data and information. In this study, data was copied from the English teacher. Syafi'i (2018) states the documents can be collected by video-recording or photocopying. The writer copied the students' final score document from the English teacher.

F. Validity and Reliability of Instrument

To obtain the data from the respondents, the writer made try out just for questionnaire to determine the validity and reliability then, analyzed the reliability and validity used SPSS 23 Program.

1. Validity of Instrumental Motivation Questionnaire

To analyze the validity of instrumental motivation questionnaire, the writer conducted a try out to 24 items by handing 20 students who was not included in the research sample. The writer used SPSS 23 Program to analyze the data. The writer compared r observed to r table at significant

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level of 5% is 0.443 ($df=N-2=18$). The r observed of each item should be higher than the r table to be considered as a valid question. If the observed of r on the analysis of less than r table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

The result of the analysis showed that there were 24 questions accepted or valid and there were no rejected or invalid, 24 questions are valid. Thus, there are 24 items of questionnaire to know students instrumental motivation.

Table III.4
Validity of Questionnaire

| Item No | r observed | r table | Status |
|-------------|--------------|-----------|--------|
| Question 1 | 0.622 | 0.443 | Valid |
| Question 2 | 0.600 | 0.443 | Valid |
| Question 3 | 0.762 | 0.443 | Valid |
| Question 4 | 0.753 | 0.443 | Valid |
| Question 5 | 0.514 | 0.443 | Valid |
| Question 6 | 0.708 | 0.443 | Valid |
| Question 7 | 0.804 | 0.443 | Valid |
| Question 8 | 0.792 | 0.443 | Valid |
| Question 9 | 0.807 | 0.443 | Valid |
| Question 10 | 0.749 | 0.443 | Valid |
| Question 11 | 0.508 | 0.443 | Valid |
| Question 12 | 0.698 | 0.443 | Valid |
| Question 13 | 0.544 | 0.443 | Valid |
| Question 14 | 0.633 | 0.443 | Valid |
| Question 15 | 0.752 | 0.443 | Valid |
| Question 16 | 0.545 | 0.443 | Valid |
| Question 17 | 0.570 | 0.443 | Valid |
| Question 18 | 0.578 | 0.443 | Valid |
| Question 19 | 0.689 | 0.443 | Valid |
| Question 20 | 0.579 | 0.443 | Valid |
| Question 21 | 0.508 | 0.443 | Valid |
| Question 22 | 0.762 | 0.443 | Valid |
| Question 23 | 0.571 | 0.443 | Valid |
| Question 24 | 0.744 | 0.443 | Valid |

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2. Reliability of Questionnaire

Reliability had to do with accuracy of measurement. The kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. Internal consistency reliability is the instrument administered once, using one version of the instrument (Creswell, 2012). Below was the table of categories of reliability test used in determining the level of reliability of the questionnaire.

Table III.5
The Level of Acceptable Reliability

| NO | Reliability | Validity |
|----|-------------|----------------------|
| 1 | >0.90 | Very high |
| 2 | 0.80 – 0.90 | High |
| 3 | 0.70 – 0.79 | Reliable |
| 4 | 0.60 – 0.69 | Marginally/Minimally |
| 5 | <0.60 | Unacceptably low |

(Cohen, Manion & Morison, 2007:506)

Since the questionnaire was in the form of rating scale, to obtain the reliability of students' instrumental motivation in learning English, the writer used SPSS 23.0 Program to find out whether the test was reliable or not.

Table III.6
The Reliability Statistic of Instrumental Motivation

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .951 | 24 |

From the table above, it can be seen the value of Cronbach's alpha was 0.951. The value was higher than the standard Cronbach's alpha which 0.60 was. Therefore, it could be concluded that the questionnaire was reliable and the level of reliability was very high.

G. Data Analysis Technique

As this research was descriptive research, the data was analyzed in several steps: First, calculating total score of questionnaire. The questions based on a five-point Likert scale ranging from “strongly agree” (1) to “strongly disagree” (5). The students rated each item they feel most likely reflect their opinion.

Second, the total of mean score of sample was calculated by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Total mean score (%)

F = Total of students score

N = Number of students

Source: Arikunto (2006:81) cited in Yuriawati (2014)

To analyze the correlation between students' instrumental motivation and their English learning achievement, the writer used the Spearman-*Rho* correlation as a formula. The Spearman-*Rho* often used instead of product moment when number of cases is under 30 (Arikunto, 2019). Spearman-*Rho* correlation coefficients can be used to describe the strength of relationship between two variables (Arikunto, 2019). This formula was used because this research was a nonparametric statistic. When the variables were not normally distributed, it was more appropriate to use the spearman rank correlation method. The correlation calculation used SPSS software version 23.00.

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H_a is accepted if Sig (2-tailed) < 0.05 or there is a significant correlation between students' instrumental motivation in learning English and their English learning achievement.

H_o is accepted if Sig (2-tailed) > 0.05 or there is no significant correlation between students' instrumental motivation in learning English and their English learning achievement.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out whether there is a significant correlation between students' instrumental motivation and students' English learning achievement at the eleventh grade of Babussalam Senior High School Pekanbaru or not. Based on what has been discussed, presented, and analyzed in the previous chapters, the writer concluded that the mean score of students' instrumental motivation in learning English of the eleventh grade students at Babussalam Senior High School Pekanbaru was 81.28. It was categorized as "Very Good" level. The mean score of students' English learning achievement of the eleventh grade students at Babussalam Senior High School Pekanbaru was 91.48. It was categorized as "Very Good" level. There were no a significant correlation between students' instrumental motivation and students' English learning achievement at the eleventh grade of Babussalam Senior High School Pekanbaru.

Although, overall students at Babussalam Senior High School Pekanbaru, especially for eleventh science 2 grade students had positive instrumental' motivation in learning English, but it does not mean it gives significant influence to their achievement. It can be said that students' instrumental motivation at the eleventh grade of Babussalam Senior High School Pekanbaru did not have a significant contribution on students' English achievement.

B. Suggestion

Based on the findings, the writer would like to propose several suggestions, as follows:

1. Since instrumental motivation does not affect students' English learning achievement, the teacher can find another way to help students to get better English achievement.
2. In fact, motivation is just one of the many factors which influence the learning process and the learning result. So, the teacher should also pay attention to other factors such as learning style, learning method, teacher behavior and personality, language aptitude and parental involvement in order to get them actively involved in class.
3. If motivation does not work in increasing their achievement, the students are also should pay attention to their learning style or find other ways to have quality work.
4. What is more, the motivational strategies discussed above need to be enhanced and justified by further empirical research.

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APPENDIX 1

The Questionnaire of Students' Instrumental Motivation

UIN SUSKA RIAU



OPINIONNAIRE

MOTIVATION IN LEARNING ENGLISH

(Pendapat Motivasi dalam Belajar Bahasa Inggris)

Dear student,

This questionnaire is about motivation in learning English. Thank you very much for your kindness in spreading some of your time to fill in this questionnaire. Please answer these questions honestly and carefully. You don't need to worry about the result since there is no right or wrong answer. Feel free to choose or fill in the answer based on your personality.

Angket ini membahas tentang motivasi belajar bahasa Inggris. Terima kasih banyak atas kebaikan Anda telah memberi sebagian waktu Anda untuk mengisi angket ini. Mohon jawab pertanyaan ini dengan jujur dan hati-hati. Anda tidak perlu mengkhawatirkan hasilnya karena tidak ada jawaban benar atau salah. Jangan ragu untuk memilih atau mengisi jawaban sesuai dengan pribadi anda.

Please fill in these questions below.

Silahkan isi pertanyaan di bawah ini

Name (nama) :

Contact no (no.hp/wa) :

Class (kelas) :

E-mail address (alamat e-mail)

:

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There are 24 questions. Please circle one of the answers below based on your own opinion and feeling.

Ada 24 pertanyaan. Silahkan lingkari salah satu jawaban di bawah ini berdasarkan pendapat dan perasaan mu.

Notes : (catatan/keterangan)

SA : Strongly Agree (sangat setuju)

A : Agree (setuju)

M : Moderate (sedang)

D : Disagree (tidak setuju)

SD : Strongly Disagree (sangat tidak setuju)

- I need English language to pass my examination.

(Saya membutuhkan Bahasa Inggris untuk lulus ujian)

SA A M D SD

- Because English is a school subject, I will get scolded by my parents if I fail the test.

(Karena bahasa Inggris adalah mata pelajaran sekolah, saya akan dimarahi oleh orangtua saya jika saya gagal dalam ujian)

SA A M D SD

- I need the language in order to take a test in future. (E.g. TESL, TOEFL, TOEIC, etc).

(Saya membutuhkan Bahasa Inggris untuk tes dikemudian hari seperti tes TESL, TOEFL, TOEIC, dll)

SA A M D SD

- One important aim of learning English is for the certificate of graduation



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(salah satu tujuan penting untuk belajar bahasa Inggris adalah untuk mendapatkan sertifikat kelulusan)

SA A M D SD

5. English language is a basic university requirement.

(Bahasa Inggris adalah syarat dasar masuk universitas)

SA A M D SD

6. It will enable me to further my education.

(Bahasa Inggris akan memungkinkan saya untuk melanjutkan pendidikan saya)

SA A M D SD

7. Because I want to study overseas, they all speak English there, so I have to learn it.

(Karena saya ingin belajar di luar negeri, mereka semua berbahasa Inggris disana, jadi saya harus mempelajarinya)

SA A M D SD

8. I want to study at university in the future and English is the main medium use to communicate.

(Saya ingin belajar di universitas dan bahasa Inggris adalah media utama yang digunakan untuk berkomunikasi nantinya)

SA A M D SD

9. I will be able to search for information and materials in English for my assignments on the Internet.

(Saya akan dapat mencari informasi dan materi dalam Bahasa Inggris untuk tugas saya di internet)



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SA A M D SD

10. I wish I could read novels story book, newspapers, magazines and appreciate English movies; otherwise my English learning will be useless.
(Saya berharap bisa membaca novel buku cerita, koran, majalah dan menghargai film berbahasa Inggris; jika tidak, pembelajaran bahasa Inggris saya akan sia-sia)

SA A M D SD

11. The purpose of learning English is it can help me to resolve most of the trouble, I can get many updated information online.
(Tujuan dari belajar bahasa Inggris adalah untuk membantu saya menyelesaikan beberapa masalah, saya dapat memperoleh banyak informasi terbaru secara online)

SA A M D SD

12. Learning English is essential to operate a computer
(Belajar bahasa Inggris penting untuk mengoperasikan komputer)

SA A M D SD

13. Studying English is important because I will need it for my job interview.
(Belajar bahasa Inggris itu penting karena akan dibutuhkan untuk wawancara saya)

SA A M D SD

14. Studying English is important because it will be useful in getting a good job.
(Belajar bahasa Inggris itu penting karena akan berguna untuk mendapatkan pekerjaan yang baik)

SA A M D SD



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15. English will be useful for me in getting high-ranking job.

(Bahasa Inggris akan berguna bagi saya dalam mendapatkan pekerjaan tingkat tinggi)

SA A M D SD

16. Learning English is essential because I want to work overseas.

(Belajar bahasa Inggris itu penting karena saya ingin bekerja di luar negeri)

SA A M D SD

17. Learning English is very important for making me a knowledgeable and skillful person, so people can pay me more when I work later.

(Belajar bahasa Inggris itu sangat penting untuk menjadikan saya orang yang berpengetahuan dan berskill/terampil, sehingga orang dapat membayar saya lebih banyak ketika saya bekerja nanti)

SA A M D SD

18. English will be useful for me to take part-time job with requested payment.

(Bahasa Inggris akan berguna bagi saya untuk mengambil pekerjaan paruh waktu dengan pembayaran yang diminta)

SA A M D SD

19. Studying English is important because it will be useful in getting a good job with a good salary.

(Belajar bahasa Inggris itu penting karena akan berguna untuk mendapatkan pekerjaan yang bagus dengan gaji yang bagus pula)

SA A M D SD

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20. Studying English is important because it potential to provide financial benefits.

(Belajar bahasa Inggris itu penting karena berpotensi memberikan keuntungan finansial)

SA A M D SD

21. Other people will respect me more if I know English.

(Orang lain akan lebih menghormati saya jika saya tahu bahasa Inggris)

SA A M D SD

22. Studying English is important because it will make me more educated.

(Belajar bahasa Inggris itu penting karena akan membuat saya lebih berpendidikan)

SA A M D SD

23. Learning English enable me to make foreign people understand Indonesia more.

(Belajar bahasa Inggris memungkinkan saya untuk membuat orang asing lebih memahami Indonesia)

SA A M D SD

24. Being proficient in English can lead success and achievements in life

(Mahir berbahasa Inggris dapat membawa kesuksesan dan prestasi dalam hidup)

SA A M D SD

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 2

The Validity of Questionnaire

UIN SUSKA RIAU

| NO | RESPONDENT | IT E M | | | | | | | | | | | | | | | | | | | | | | | | TOTAL |
|----|--------------|--------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
| 1 | Respondent 1 | 1 | 2 | 3 | 1 | 4 | 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 | 1 | 2 | 55 |
| 2 | Respondent 2 | 4 | 3 | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 4 | 3 | 3 | 3 | 4 | 89 |
| 3 | Respondent 3 | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 2 | 3 | 2 | 2 | 2 | 1 | 3 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 3 | 45 |
| 4 | Respondent 4 | 2 | 2 | 2 | 2 | 4 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 4 | 4 | 3 | 2 | 3 | 2 | 2 | 3 | 60 |
| 5 | Respondent 5 | 2 | 4 | 2 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 58 |
| 6 | Respondent 6 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 4 | 5 | 4 | 3 | 4 | 3 | 3 | 4 | 5 | 4 | 4 | 4 | 2 | 3 | 3 | 4 | 4 | 87 |
| 7 | Respondent 7 | 4 | 5 | 5 | 4 | 5 | 3 | 3 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 3 | 5 | 5 | 3 | 2 | 5 | 102 |
| 8 | Respondent 8 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 2 | 1 | 3 | 49 |
| 9 | Respondent 9 | 4 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 3 | 2 | 4 | 4 | 4 | 3 | 4 | 2 | 3 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 88 |
| 10 | espondent 1 | 2 | 1 | 3 | 3 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 3 | 2 | 2 | 3 | 3 | 54 |
| 11 | espondent 1 | 4 | 2 | 3 | 4 | 3 | 4 | 2 | 2 | 2 | 2 | 4 | 2 | 2 | 3 | 4 | 4 | 2 | 3 | 4 | 2 | 3 | 2 | 2 | 2 | 67 |
| 12 | espondent 1 | 4 | 4 | 3 | 1 | 3 | 3 | 2 | 3 | 1 | 3 | 4 | 3 | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 65 |
| 13 | espondent 1 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 5 | 3 | 3 | 5 | 4 | 4 | 4 | 5 | 3 | 4 | 4 | 5 | 4 | 3 | 3 | 91 |
| 14 | espondent 1 | 3 | 4 | 4 | 3 | 2 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 2 | 4 | 4 | 4 | 4 | 3 | 4 | 83 |
| 15 | espondent 1 | 4 | 4 | 5 | 3 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 2 | 2 | 5 | 3 | 4 | 4 | 4 | 4 | 3 | 2 | 3 | 4 | 4 | 88 |
| 16 | espondent 1 | 2 | 3 | 3 | 2 | 3 | 4 | 3 | 4 | 2 | 2 | 2 | 2 | 4 | 5 | 2 | 2 | 2 | 3 | 4 | 2 | 4 | 3 | 3 | 4 | 70 |
| 17 | espondent 1 | 2 | 4 | 4 | 4 | 4 | 2 | 2 | 4 | 3 | 2 | 2 | 4 | 2 | 4 | 4 | 3 | 4 | 4 | 2 | 4 | 2 | 2 | 2 | 4 | 74 |
| 18 | espondent 1 | 4 | 3 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 5 | 3 | 3 | 4 | 5 | 3 | 4 | 4 | 4 | 5 | 97 |
| 19 | espondent 1 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 3 | 4 | 88 |
| 20 | espondent 2 | 2 | 1 | 2 | 1 | 5 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 5 | 2 | 2 | 2 | 3 | 5 | 2 | 4 | 5 | 1 | 4 | 3 | 59 |

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UJI VALIDITAS
R tabel = 443

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item- Total Correlation | Cronbach's Alpha if Item Deleted |
|----------|-------------------------------|-----------------------------------|--------------------------------------|--|
| VAR00001 | 70.5500 | 279.418 | .622 | .949 |
| VAR00002 | 70.5000 | 277.316 | .600 | .950 |
| VAR00003 | 70.1500 | 276.239 | .762 | .948 |
| VAR00004 | 70.6000 | 267.621 | .753 | .948 |
| VAR00005 | 70.0000 | 277.789 | .514 | .951 |
| VAR00006 | 70.3000 | 274.958 | .708 | .948 |
| VAR00007 | 70.9000 | 274.411 | .804 | .948 |
| VAR00008 | 70.0500 | 274.892 | .792 | .948 |
| VAR00009 | 70.8500 | 263.187 | .807 | .947 |
| VAR00010 | 70.7000 | 272.853 | .749 | .948 |
| VAR00011 | 70.4000 | 285.621 | .508 | .951 |
| VAR00012 | 70.7500 | 273.145 | .698 | .949 |
| VAR00013 | 70.2000 | 278.905 | .544 | .950 |
| VAR00014 | 70.1000 | 278.621 | .633 | .949 |
| VAR00015 | 70.5000 | 270.789 | .752 | .948 |
| VAR00016 | 70.3500 | 281.818 | .545 | .950 |
| VAR00017 | 70.0500 | 282.787 | .570 | .950 |
| VAR00018 | 70.0000 | 274.421 | .578 | .950 |
| VAR00019 | 70.3000 | 275.589 | .689 | .949 |
| VAR00020 | 70.3500 | 280.766 | .579 | .950 |
| VAR00021 | 70.2000 | 281.116 | .508 | .951 |
| VAR00022 | 70.8000 | 275.958 | .762 | .948 |
| VAR00023 | 70.8000 | 279.537 | .571 | .950 |
| VAR00024 | 69.9500 | 279.208 | .744 | .948 |

UJI RELIABILITAS

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .951 | 24 |

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Tabel t untuk $df = 1 - 50$

| df = (N-2) | Tingkat signifikansi untuk uji satu arah | | | | |
|------------|--|--------|--------|--------|--------|
| | 0.05 | 0.025 | 0.01 | 0.005 | 0.0005 |
| | Tingkat signifikansi untuk uji dua arah | | | | |
| | 0.1 | 0.05 | 0.02 | 0.01 | 0.001 |
| 1 | 0.9877 | 0.9969 | 0.9995 | 0.9999 | 1.0000 |
| 2 | 0.9090 | 0.9590 | 0.9890 | 0.9990 | 0.9990 |
| 3 | 0.8054 | 0.8783 | 0.9343 | 0.9587 | 0.9911 |
| 4 | 0.7293 | 0.8114 | 0.8822 | 0.9172 | 0.9741 |
| 5 | 0.6694 | 0.7545 | 0.8329 | 0.8745 | 0.9509 |
| 6 | 0.6215 | 0.7067 | 0.7887 | 0.8343 | 0.9249 |
| 7 | 0.5822 | 0.6664 | 0.7498 | 0.7977 | 0.8983 |
| 8 | 0.5494 | 0.6319 | 0.7155 | 0.7646 | 0.8721 |
| 9 | 0.5214 | 0.6021 | 0.6851 | 0.7348 | 0.8470 |
| 10 | 0.4973 | 0.5760 | 0.6581 | 0.7079 | 0.8233 |
| 11 | 0.4762 | 0.5529 | 0.6339 | 0.6835 | 0.8010 |
| 12 | 0.4575 | 0.5324 | 0.6120 | 0.6614 | 0.7800 |
| 13 | 0.4409 | 0.5140 | 0.5923 | 0.6411 | 0.7604 |
| 14 | 0.4259 | 0.4973 | 0.5742 | 0.6226 | 0.7419 |
| 15 | 0.4124 | 0.4821 | 0.5577 | 0.6065 | 0.7247 |
| 16 | 0.4000 | 0.4683 | 0.5425 | 0.5927 | 0.7084 |
| 17 | 0.3887 | 0.4555 | 0.5285 | 0.5791 | 0.6932 |
| 18 | 0.3783 | 0.4438 | 0.5155 | 0.5664 | 0.6788 |
| 19 | 0.3687 | 0.4329 | 0.5034 | 0.5487 | 0.6652 |
| 20 | 0.3598 | 0.4227 | 0.4921 | 0.5368 | 0.6524 |
| 21 | 0.3515 | 0.4132 | 0.4815 | 0.5256 | 0.6402 |
| 22 | 0.3438 | 0.4044 | 0.4716 | 0.5151 | 0.6287 |
| 23 | 0.3365 | 0.3961 | 0.4622 | 0.5052 | 0.6178 |
| 24 | 0.3297 | 0.3882 | 0.4534 | 0.4958 | 0.6074 |
| 25 | 0.3233 | 0.3809 | 0.4451 | 0.4869 | 0.5974 |
| 26 | 0.3172 | 0.3739 | 0.4372 | 0.4785 | 0.5880 |
| 27 | 0.3115 | 0.3673 | 0.4297 | 0.4705 | 0.5790 |
| 28 | 0.3061 | 0.3610 | 0.4226 | 0.4629 | 0.5703 |
| 29 | 0.3009 | 0.3550 | 0.4158 | 0.4556 | 0.5620 |
| 30 | 0.2959 | 0.3494 | 0.4093 | 0.4487 | 0.5541 |
| 31 | 0.2913 | 0.3440 | 0.4032 | 0.4421 | 0.5465 |
| 32 | 0.2869 | 0.3388 | 0.3972 | 0.4357 | 0.5392 |
| 33 | 0.2826 | 0.3338 | 0.3916 | 0.4296 | 0.5322 |
| 34 | 0.2785 | 0.3291 | 0.3862 | 0.4238 | 0.5254 |
| 35 | 0.2746 | 0.3246 | 0.3809 | 0.4182 | 0.5189 |
| 36 | 0.2709 | 0.3202 | 0.3760 | 0.4128 | 0.5126 |
| 37 | 0.2673 | 0.3160 | 0.3712 | 0.4076 | 0.5066 |
| 38 | 0.2638 | 0.3120 | 0.3665 | 0.4026 | 0.5007 |
| 39 | 0.2605 | 0.3081 | 0.3621 | 0.3978 | 0.4950 |
| 40 | 0.2573 | 0.3044 | 0.3578 | 0.3932 | 0.4896 |
| 41 | 0.2542 | 0.3008 | 0.3536 | 0.3887 | 0.4843 |
| 42 | 0.2512 | 0.2973 | 0.3496 | 0.3843 | 0.4791 |
| 43 | 0.2483 | 0.2940 | 0.3457 | 0.3801 | 0.4742 |
| 44 | 0.2455 | 0.2907 | 0.3420 | 0.3761 | 0.4694 |
| 45 | 0.2429 | 0.2876 | 0.3384 | 0.3721 | 0.4647 |
| 46 | 0.2403 | 0.2845 | 0.3348 | 0.3683 | 0.4601 |
| 47 | 0.2377 | 0.2816 | 0.3314 | 0.3646 | 0.4557 |
| 48 | 0.2353 | 0.2787 | 0.3281 | 0.3610 | 0.4514 |
| 49 | 0.2329 | 0.2759 | 0.3249 | 0.3575 | 0.4473 |
| 50 | 0.2306 | 0.2732 | 0.3218 | 0.3542 | 0.4432 |

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APPENDIX 3

The Students' Questionnaire Score

UIN SUSKA RIAU

| NO | RESPONDENTS | ITEM | | | | | | | | | | | | | | | | | | | | | | | | TOTAL | NILAI |
|----|-------------|------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | | |
| 1 | Student 1 | 5 | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 5 | 112 | 93 |
| 2 | Student 2 | 3 | 1 | 3 | 3 | 3 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 3 | 5 | 4 | 3 | 5 | 3 | 5 | 5 | 3 | 4 | 4 | 5 | 90 | 75 |
| 3 | Student 3 | 4 | 5 | 3 | 4 | 4 | 5 | 3 | 3 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 3 | 3 | 5 | 5 | 1 | 3 | 5 | 5 | 96 | 80 |
| 4 | Student 4 | 4 | 3 | 5 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 3 | 81 | 68 |
| 5 | Student 5 | 3 | 3 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 3 | 5 | 4 | 4 | 4 | 2 | 3 | 4 | 3 | 96 | 80 |
| 6 | Student 6 | 5 | 3 | 5 | 5 | 5 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 2 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 104 | 87 |
| 7 | Student 7 | 2 | 4 | 5 | 3 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 110 | 92 |
| 8 | Student 8 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 5 | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 108 | 90 |
| 9 | Student 9 | 2 | 1 | 4 | 1 | 1 | 2 | 2 | 2 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 5 | 4 | 3 | 4 | 5 | 5 | 80 | 67 |
| 10 | Student 10 | 5 | 3 | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 5 | 111 | 93 |
| 11 | Student 11 | 3 | 1 | 5 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 4 | 3 | 66 | 55 |
| 12 | Student 12 | 5 | 2 | 5 | 3 | 4 | 4 | 5 | 5 | 3 | 3 | 4 | 4 | 5 | 4 | 3 | 5 | 2 | 2 | 3 | 4 | 3 | 4 | 3 | 4 | 89 | 74 |
| 13 | Student 13 | 5 | 4 | 5 | 3 | 3 | 4 | 3 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 2 | 4 | 4 | 5 | 4 | 3 | 3 | 3 | 4 | 95 | 79 |
| 14 | Student 14 | 3 | 4 | 4 | 4 | 3 | 2 | 4 | 5 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 78 | 65 |
| 15 | Student 15 | 5 | 2 | 4 | 3 | 4 | 4 | 5 | 3 | 3 | 2 | 3 | 4 | 4 | 5 | 4 | 4 | 3 | 4 | 5 | 4 | 1 | 3 | 4 | 5 | 88 | 73 |
| 16 | Student 16 | 2 | 2 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 5 | 3 | 5 | 5 | 5 | 3 | 3 | 5 | 2 | 4 | 3 | 3 | 5 | 95 | 79 |
| 17 | Student 17 | 5 | 1 | 5 | 4 | 4 | 4 | 5 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 3 | 4 | 3 | 4 | 4 | 4 | 5 | 4 | 100 | 83 |
| 18 | Student 18 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 3 | 4 | 4 | 5 | 5 | 109 | 91 |
| 19 | Student 19 | 5 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 118 | 98 |
| 20 | Student 20 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 4 | 3 | 4 | 3 | 4 | 3 | 2 | 3 | 4 | 2 | 4 | 3 | 3 | 88 | 73 |
| 21 | Student 21 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 3 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 105 | 88 |
| 22 | Student 22 | 5 | 2 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 117 | 98 |
| 23 | Student 23 | 3 | 1 | 5 | 3 | 4 | 5 | 4 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 5 | 4 | 2 | 3 | 4 | 5 | 97 | 81 |
| 24 | Student 24 | 4 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 4 | 4 | 5 | 4 | 91 | 76 |
| 25 | Student 25 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 113 | 94 |
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APPENDIX 4

The Students' Achievement Score

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PAS GANJIL 2020-2021

MAPEL: BAHASA INGGRIS/WAJIB

KELAS: XI IPA 2

| NO. | NAMA | SKOR |
|-----|-----------------------|------|
| 1. | AFIFAH AZMI | 95 |
| 2. | AQNI MAULIDA NAURAH | 93 |
| 3. | APRILIA DWI YANA | 91 |
| 4. | ATSILAH TASYA | 92 |
| 5. | CHAELSY AUDORA | 90 |
| 6. | CHINDY RAHMAWATI | 95 |
| 7. | DHEA AMANDA | 92 |
| 8. | ELSA NOVIA HARYANI | 92 |
| 9. | FADHILAH MAULA ALBANA | 86 |
| 10. | FARHANATUL HILMI | 95 |
| 11. | FATAHIYA HANUM | 85 |
| 12. | FEBY NUR ALYANI | 94 |
| 13. | GUSTINA ZAHRA PUTRI | 90 |
| 14. | HAURA | 95 |
| 15. | HILYATUL | 91 |
| 16. | KARTIKA MEILISA | 93 |
| 17. | KHUSNUL KHOTIMAH | 91 |
| 18. | LAILA KURNIA SARI | 85 |
| 19. | MERISA JULLANI | 84 |
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| 22. | NURLIZA | 94 |
| 23. | RAMADHANIA | 94 |
| 24. | SRI LATIFA DESKI | 88 |
| 25. | SUCI DWI | 93 |



Pekanbaru,

2021

Jusniwati, S. Pd.

UIN SUSKA RIAU



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SILABUS

Hak Cipta Dilindungi Undang-Undang

Mata Pelajaran : Bahasa Inggris Wajib
Nama Sekolah : SMA Babussalam Pekanbaru

Kelas / Semester : XI / I (Ganjil)
Tahun Pelajaran : 2020/2021

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingn tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

| KD | MATERI POKOK | KEGIATAN PEMBELAJARAN | ALOKASI WAKTU | SUMBER BELAJAR |
|--|--|---|---------------|--|
| <p>3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>should, can</i>)</p> <p>4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p> | <ul style="list-style-type: none"> • Fungsi Sosial <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan yang menunjukkan saran dan tawaran, dengan modal <i>should</i> dan <i>can</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | <ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisiran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan sekolah dan sekitarnya untuk membuat | 6 x 45 JP | <ul style="list-style-type: none"> - Buku paket Bahasa Inggris kelas XI Kementerian Pendidikan dan Kebudayaan Republik Indonesia edisi revisi 2017 - Complete English Grammar by Grace Widjaja, published March 18th 2002 by PT Bhuanalimu Populer |

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 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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| | | | |
|---|---|--|--|
| <p>Hak Cipta Dilindungi Undang-Undang</p> | <p>serangkaian ran dan tawaran untuk memperbaikinya</p> | <p>• Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</p> | |
|---|---|--|--|

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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Pekabaru, 27 April 2021

Guru bidang studi,



Kepala SMA Babussalam



H. Irfan Effendy Hasibuan, MA

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APPENDIX 5

Thesis Guidance Activity

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APPENDIX 6

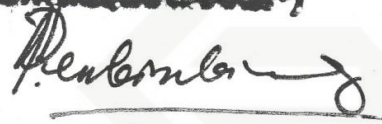
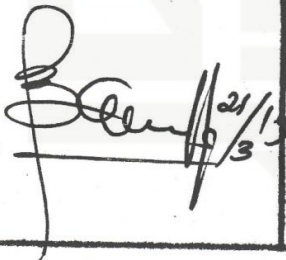
Research Letter

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| | |
|--|--|
| LEMBAR DISPOSISI | |
| | Indeks Berkas : Kode : 009 |
| Hal : Pengajuan Judul skripsi. Nomor : Tanggal : 16 Januari 2019 Aspek : Siti Rahmawati A 11614203035 | |
| Tanggal Pengajuan : | Salah : Bina |
| Disetujui Oleh :  Cut Raudhotul Husni, M.Pd.  | Disetujui Kepada : 1. Kajur PBI 16/2019 <i>ll</i> 2. 3. 4. 5. 6. |
| *) 1. Kepada bawahan "instruktur" atau "informasi" 2. Kepada atasan "informasi" corek "instruktur" | |



UIN SUSKA RIAU

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Cut Raudhatul Miski, M. Pd
 - a. Nomor Induk Pegawai (NIP) : 19790109 200901 2 011
3. Nama Mahasiswa : Siti Rahmahwati A.
4. Nomor Induk Mahasiswa : 11614203035
5. Kegiatan :

| No | Tanggal Konsultasi | Materi Bimbingan | Tanda Tangan | Keterangan |
|----|--------------------|--|--------------|------------|
| 1. | 13 Maret 2020 | 1. Konsultasi/pertemuan pertama | | |
| 2. | 15 April | 1. Interview siswa untuk memperkuat background (chapter 1) | | |
| 3. | 9 Mei 2020 | 1. Penulisan kosa kata dan grammar Penambahan keterangan waktu dan bukti dari interview (chapter 1) | | |
| 4. | 3 Juni 2020 | 1. Identification of the problem 2. Preliminary/ problem | | |
| 5. | 24 Juni 2020 | 1. Penambahan kalimat pembuktian dari preliminary 2. Objective of the research 3. Lanjut chapter 2-3 | | |
| 6. | 9 Juli 2020 | 1. Penambahan theories dari variables (6-10 experts) serta pendapat penulis (chapter 2) 2. Menyesuaikan chapter 3 dengan technique yang disarankan guru | | |
| 7. | 15 Juli 2020 | Acc seminar proposal | | |

Pekanbaru, 15 Juli 2020
Pembimbing,

Cut Raudhatul Miski, M. Pd
NIP.19790109 200901 2 011

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FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Siti Rahmahwati. A
Nomor Induk Mahasiswa : 11614203035
Hari/Tanggal Ujian : 20 Oktober 2020
Judul Proposal Ujian : The Correlation between Students' Instrumental Motivation and Their English Learning Achievement at Babussalam Senior High School Pekanbaru.
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

| No | NAMA | JABATAN | TANDA TANGAN | |
|----|----------------------|------------|--------------|------------|
| | | | PENGUJI I | PENGUJI II |
| 1. | Nuardi, M.Ed | PENGUJI I | | |
| 2. | Nelvia Ibrahim, M.Pd | PENGUJI II | | |

Mengetahui
a.n. Dekan
Wakil Dekan I

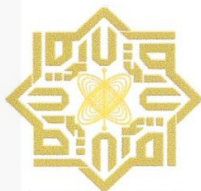


Dr. Drs. Alimuddin, M.Ag.
NIP. 196609241995031002

Pekanbaru, 23 Januari 2021
Peserta Ujian Proposal

Siti Rahmahwati. A
NIM.11614203035

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b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Cut Raudhatul Miski, M. Pd
a. Nomor Induk Pegawai (NIP) : 19790109 200901 2 011
3. Nama Mahasiswa : Siti Rahmahwati A.
4. Nomor Induk Mahasiswa : 11614203035
5. Kegiatan :

| No | Tanggal Konsultasi | Materi Bimbingan | Tanda Tangan | Keterangan |
|----|--------------------|--|--------------|------------|
| 1. | 26 Januari 2021 | Instrument (Questionnaire) | | |
| 2. | 29 Januari 2021 | Instrument (Questionnaire) | | |
| 3. | 1 Februari 2021 | Instrument (Questionnaire) | | |
| 4. | 7 Februari 2021 | Acc Instrument | | |
| 5. | 31 Maret 2021 | Chapter IV dan V - bab analisis - modifikasi kalimat dalam menjelaskan table, buat narasi yang berbeda - conclusion | | |
| 6. | 24 April 2021 | Acc Munaqasyah | | |
| 7. | 26 April 2021 | Acc Abstract | | |

Pekanbaru, 26 April 2021
Pembimbing,

Cut Raudhatul Miski, M. Pd
NIP. 19790109 200901 2 011

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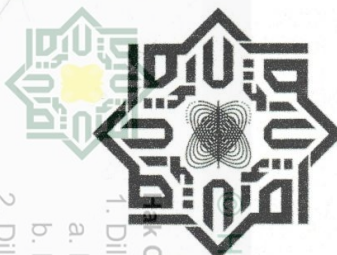
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UN SUSKA RIAU

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 26 Oktober 2018

Un.04/F.II.4/PP.00.9/18821/2018

Biasa

Mohon Izin Melakukan PraRiset

Kepada
Yth. Kepala Sekolah
SMA BABUSSALAM PEKANBARU
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

| | |
|----------------|--|
| Nama | : Siti Rahmahwati A |
| NIM | : 11614203035 |
| Semester/Tahun | : V (Lima)/ 2018 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Fakultas | : Tarbiyah dan Keguruan UIN Suska Riau |

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd.
NIP. 19660410 199303 1 005



UIN SUSKA RIAU

KEMENTERIAN AGAMA
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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 27 Januari 2020

Nomor : Un.04/F.II.4/PP.00.9/1026/2020

Sifat : Biasa

Lamp. :

Hal :

Mohon Izin Melakukan PraRiset

Kepada

Yth. Kepala Sekolah

SMA BABUSSALAM PEKANBARU

di

Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

| | |
|----------------|--|
| Nama | : Siti Rahmahwati A |
| NIM | : 11614203035 |
| Semester/Tahun | : V (Lima)/ 2020 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Fakultas | : Tarbiyah dan Keguruan UIN Suska Riau |

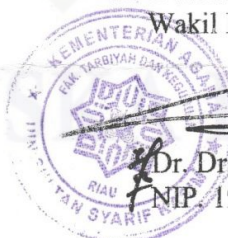
ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan

Wakil Dekan III



Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005

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FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 08 April 2019

Nomor : Un.04/F.II.4/PP.00.9/6259/2019
Sifat : Biasa
Lamp. :
Hal : **Pembimbing Skripsi**

Kepada
Yth. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Siti Rahmahwati A
NIM : 11614203035
Jurusan : Pendidikan Bahasa Inggris
Judul : THE CORRELATION BETWEEN STUDENTS' INSTRUMENTAL
MOTIVATION AND THEIR ENGLISH LEARNING ACHIEVEMENT
AT BABUSSALAM SENIOR HIGH SCHOOL
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

2. Dituangkan dalam bentuk Undang-Undang
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مؤسسة الشيخ عبدالوهاب روكن
المدرسة العالية العامة باب السلام
SMA BABUSSALAM

BABUSSALAM SENIOR HIGH SCHOOL
SYEKH ABDUL WAHAB ROKAN FOUNDATION

AKREDITASI "A"

Email : smababussalampekanbaru@gmail.com
Website : http://www.babussalam-riau.com

Jalan HR. Soebrantas No. 62, Km. 9 Kode Pos 28294 Telp. (0761) 565983 Pekanbaru - Riau

Nomor 061/SMA-BS/II/2020
Lamp. -
Hal 1 Izin Melakukan PraRiset.

Kepada Yth.
Dekan Fakultas Tarbiyah dan Keguruan
UIN Suska Riau
di
Tempat

Dengan hormat, membalas surat Bapak Nomor : Un.04/F.II.4/PP.00.9/1026/2020 tanggal 27 Januari 2020 perihal *Mohon Izin Melaksanakan PraRiset*, bersama ini kami sampaikan bahwa pada prinsipnya kami tidak keberatan dan memberikan izin **Sdr. Siti Rahmawati A** mahasiswi Bapak untuk melaksanakan PraRiset di SMA Babussalam Pekanbaru dengan ketentuan tidak mengganggu kegiatan proses belajar mengajar.

Demikian untuk dimaklumi, terima kasih.

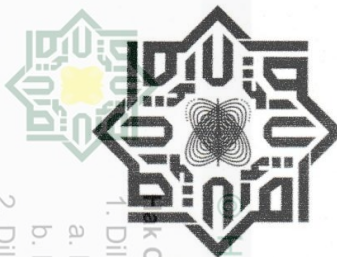
Pekanbaru, 06 Februari 2020

Kepala Sekolah,

Drs. H. Imran Effendy Hasibuan, MA.



UIN SUSKA RIAU



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor

Un.04/F.II.4/PP.00.9/1066/2021

Pekanbaru, 02 Februari 2021

Sifat

Biasa

Lamp.

Hal

Pembimbing Skripsi (Perpanjangan)

Kepada

Yth. Cut Raudhatul Miski, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Siti Rahmahwati A

NIM : 11614203035

Jurusan : Pendidikan Bahasa Inggris

Judul : THE CORRELATION BETWEEN STUDENTS' INSTRUMENTAL
MOTIVATION AND THEIR ENGLISH LEARNING ACHIEVEMENT AT
BABUSSALAM SENIOR HIGH SCHOOL PEKANBARU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan

Wakil Dekan I



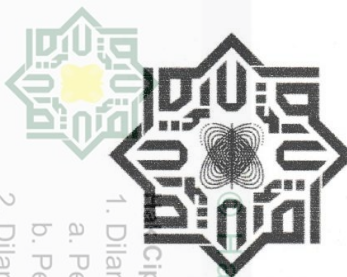
Dr. Drs. Alimuddin, M.Ag.

NIP. 19660924 199503 1 002

Tembusan

1. Dilarang mengutip atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 03 Februari 2021 M

Nomor : Un.04/F.II/PP.00.9/1124/2021
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Siti Rahmahwati A
NIM : 11614203035
Semester/Tahun : IX (Sembilan)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE CORRELATION BETWEEN STUDENTS' INSTRUMENTAL MOTIVATION AND THEIR ENGLISH LEARNING ACHIEVEMENT AT BABUSSALAM SENIOR HIGH SCHOOL PEKANBARU

Lokasi Penelitian : SMA BABUSSALAM PEKANBARU

Waktu Penelitian : 3 Bulan (03 Februari 2021 s.d 03 Mei 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



a.n. Rektor
Dekan
Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP.19740704 199803 1 001

Tembusan
Rektor UIN Suska Riau

1. Dilarang menggunakan atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/38393
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/E.II/PP.00.9/1124/2021 Tanggal 3 Februari 2021**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|---|
| 1. Nama | : | SITI RAHMAWATI. A |
| 2. NIM / KTP | : | 116142030350 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE CORRELATION BETWEEN STUDENTS' INSTRUMENTAL MOTIVATION AND THEIR ENGLISH LEARNING ACHIEVEMENT AT BABUSSALAM SENIOR HIGH SCHOOL PEKANBARU |
| 7. Lokasi Penelitian | : | SMA BABUSSALAM PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 4 Februari 2021



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)
**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

Hak Cipta Dilindungi Undang-Undang

Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru,

Kepada
Yth. Kepala SMA Babussalam Pekanbaru

di-

Pekanbaru

Nomor
Sifat
Lampiran
Hal

: 071/Disdik/1.3/2021/2175
: Biasa
:
: Izin Riset / Penelitian

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/38393 Tanggal 4 Februari 2021 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **SITI RAHMAWATI. A**
NIM : 116142030350
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : **THE CORRELATION BETWEEN STUDENTS' INSTRUMENTAL MOTIVATION AND THEIR ENGLISH LEARNING ACHIEVEMENT AT BABUSSALAM SENIOR HIGH SCHOOL PEKANBARU**
Lokasi Penelitian : SMA BABUSSALAM PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS



Dr. Eng. YUSRI, S.Pd., S.T., M.T
Pembina Tingkat I
NIP. 19661231 199102 1 007

Tembusan:

Pekan Fakultas Tarbiyah dan Keuruan UIN Suska Riau

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Opta Dilindungi Undang-Undang

© Hak cipta dimiliki UIN Suska Riau

Drs. H. Imran Effendy Hasibuan, MA.



CURRICULUM VITAE



Siti Rahmahwati. A, the fifth child from Mr. H. Awaluddin Malik and Mrs. Hj. Darmi. She was born in Kuala Tolam, on May 13th 1998. She lived in Pangkalan Kerinci, Pelalawan regency. In 2004, she was graduated from TK Tunas Bangsa. Then in 2010 she was graduated from SDN 007 Pangkalan Kerinci and continued her study in Babussalam Boarding School Pekanbaru for six years, junior high school and senior high school. She was graduated in 2016.

In 2016, she continued her study in Department of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On January-February 2019, she was doing exchange program, global volunteer in Malaysia for six weeks, held by AIESEC Andalas University - Malaya University. On July 2019, she was doing KKN (Kuliah Kerja Nyata) in Kuala Tolam, Pelalawan regency. She was also doing Pre-Service Teacher Practice at SMKN 6 Pekanbaru.

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State Islamic University of Sultan Syarif Kasim

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.